



Tuebrook Tots

Inspection report for early years provision

Unique Reference Number 322357
Inspection date 12 October 2005
Inspector Frank William Kelly

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Registered person Ann Douglas
Type of inspection Integrated
Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tuebrook Tots Day Nursery is operated by a single provider. It opened in 1990 and operates from the whole of the ground floor of a converted detached property. It is situated in the Tuebrook area of Liverpool. A maximum of 31 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 17.45 throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from 4 months to under 5 years on roll, of these, 10 children receive funding for nursery education. Children come from a wide catchment area, as many of their parents travel in to work, nearby or passing the setting en route.

The nursery employs 11 staff, all of whom including the manager hold appropriate early years qualifications. There are 2 staff working towards a recognised child care qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment. They are kept healthy and free from infection because staff have a very good understanding of how and why procedures should be implemented. For example staff in the baby room confidently discuss the importance of regular cleaning after equipment has been used by the babies. They understand that babies and younger toddlers often explore their surroundings and toys with their mouth. Daily cleaning schedules are followed and appropriate food hygiene procedures implemented. Staff follow the nappy changing routine very well and with consistency. The effective sick-children, medication administration and accidents procedures further keep the children healthy and well. They are understood by staff and parents alike. Good adult support enables children to gain a good understanding of staying healthy, such as washing their hands after collecting leaves, before meals or after visiting the bathroom. Older children do this independently without being prompted.

Children have very good opportunities to develop their physical motor skills. Babies play with a colourful range of stacking and push-button toys, which develop their hand to eye co-ordination. They are successfully encouraged to crawl in ample clean floor space. Two year olds enjoy placing the dolls in and out of the trays and tucking them in with blankets. Older children stop, start and judge space very well. They manoeuvre between peers and furniture as they move around the room. They hop and jump spontaneously and have regular opportunities to climb, slide and balance on a very good range of outdoor equipment suitable to provide challenges and fully extend all the children's development. Older children skilfully and independently fill jugs with water from the tap, then carry it to the role play area where they pour "tea".

Older children have good access to fresh drinking water to keep themselves refreshed. Younger children and babies are provided with regular drinks throughout the day and nursed to meet their individual routines. Children enjoy a relaxed social occasion during snack and meal times. They are served a varied diet that includes items such as bolognaise sauce and pasta shapes, chicken curry and rice. On the whole this provides the children with a balanced and nutritious diet. The management of the setting have recently revised the menus to reflect current guidance. Children are now provided with more fresh fruit and a selection of salad vegetables at least once a day. Staff have carefully considered how best to introduce new foods and tastes to the children. All new foods provided are initially introduced through tasting

sessions before being included as part of the main menu. Children have developed tastes for raw vegetables such as peppers but are less keen on cucumber.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are suitably organised, with sufficient space for the children to play. The playrooms and entrance areas provide a welcoming environment for children and parents with many displays of the children's artwork and a great deal of information about the provision. Children have access to a wide range of safe and developmentally appropriate toys and resources. These are used well to promote their learning and create a stimulating, interesting environment.

Good safety procedures are in place that protect children from danger. These are further underpinned by efficiently organised annual maintenance systems such as the servicing of the fire extinguishers and portable electrical equipment. Security is consistently maintained and staff supervise the children very well to help safeguard them. Risk assessment is carried out regularly; for example staff check the garden and maintain records of doing so, prior to taking the children out to play into the garden. Children learn about safety and keeping themselves and others free from harm throughout the daily routine. Staff gently remind the children to be careful when coming in from the garden with wet shoes, or leaving their shoes in the middle of the floor where others may trip over them. Children take action to keep themselves safe as they fetch paper towels to mop up any spills whilst in the role play area. Staff understand and implement well in practice, good procedures for monitoring resting babies and infants. The fire evacuation procedure is practised regularly with children, helping them to understand what to do in the event of an emergency.

Children are further safe-guarded as staff have a good understanding of child protection. There is a designated child protection co-ordinator and staff have easy access to good information. This includes possible signs and indicators and the procedures to be followed, as required by the local Area Child Protection Committee's procedures.

Helping children achieve well and enjoy what they do

The provision is good.

All children take part in interesting and developmentally appropriate activities that engage them in purposeful play. Two year olds have begun to form friendships, and proudly tell the adults present that 'M' is my friend. They play happily, interacting with each other and the staff, and are learning to share equipment such as the iron and ironing board during role play. They are motivated and curious. They want to know what is happening in their world, investigating low level storage boxes to see what toys and activities are in there, and experimenting with what fits where. They show initial caution to unfamiliar adults but their strong relationships with their carers supports them to confidently satisfy their curiosity. They move closer to the visitors to see what the laptop does. Staff's spontaneous questioning helps the children to

share and make sense of what they know about their world as they play. The children talk about needing the can opener to open the tuna and that they like "tuna butties" for their tea. Children join in with gusto when singing songs and jingles such as Incy Wincy Spider and Miss Polly.

Care of babies is very good, they enjoy lots of cuddles and have a secure bond with their carers. Staff are very knowledgeable about the babies in their care and use information from the parents effectively to ensure continuity of care. Babies enjoy high levels of interaction with the staff that enables them to feel safe and confident to explore their surroundings. Equipment and resources have been well organised and low-level mirrors help babies and young children gain a sense of themselves. They laugh and giggle when staff tickle their ears and point to other parts of their face and body whilst sitting in front of the mirror looking at themselves.

Nursery Education.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and early learning goals. They have attended a wide range of training and are well supported by additional professional support and This is reflected in the range of varied and interesting activities planned. As a result children are making good progress. Staff are enthusiastic in their approach and interact with children, motivating their learning and play. For example, the children's language is enhanced during role play as they talk about waitresses, menus, orders and receipts. Children are eager, interested and busy in their play as their achievements are valued in a positive environment. Staff have a good awareness of children's capabilities and in their day to day teaching build on this to develop learning well. Some observations of the children's learning is beginning to be linked to the planning, so that staff can more effectively build on what children already know.

Resources and daily routines are generally well organised so that children have many spontaneous opportunities to make independent choices about what they do, and the materials that they use. However by plating-up children's lunches in the kitchen and making only one type and size of paper available at the easel, the children are missing additional learning opportunities such as talking about size, texture and quantity. Children are happy, interested and involved. They relate well to each other and the adults present. They demonstrate high levels of independence when putting on and hanging-up aprons. They confidently express their needs or wishes engaging adults when they have wet sleeves, would like toys from the cupboard or wish to visit the bathroom. They take turns well, and are beginning to understand the need to listen to each other. They use good social graces such as please and thank you without being prompted.

They are developing very good communication skills and confidently chat in group situations. For example, whilst waiting for lunch, three children discuss their cutlery. One talks about his being different from the others and it being shiny. They enjoy and have favourite stories such as going on a bear hunt, that they tell with familiarity as they turn the pages. They know when they have missed something and flick back through the book until they find what they have missed. Labelled wall displays, featured letters and written words around the room help children to understand that

print carries meaning. Older children recognise their own names and some are starting to recognise those of their peers. They have many opportunities to practise their mark making, such as writing lists in the role play cafe and during creative activities. There is access to an adequate range of materials including felt-tips, crayons and paper. Children use mathematical language to describe capacity as they talk about the water jugs being empty and full. They learn to organise the elephants into groups relating to their size or colour. They have many opportunities to form patterns in the sand, and with a range of art materials and mediums. Younger children are counting up and down through songs and jingles. Older children are able to recognise and locate some numerals whilst completing jigsaws.

Children explore and investigate, using the outdoor area to examine living things such as insects and plants. They use natural materials to display Autumn scenes, with leaves and branches, and learn about the hibernation of hedgehogs and squirrels through planned activities. Children skilfully use programmable toys such as the remote control car, moving it back and forth around obstacles and people. Younger children show eagerness and familiarity using the computer. They skilfully use the mouse to click on and drag objects around the screen. They freely express themselves using a wide variety of media such as paint, modelling and collage materials. They enthusiastically spend prolonged periods creating pictures with the sparkly collage materials such as glitter. They use scissors, tape and other materials which further develops their small muscle skills and hand to eye coordination. Role play is thoughtfully resourced with things such as laminated menus, pens and post-it notes, and children are allowed to fill up their tea pots and jugs with water. This enriches the children's pleasure and creates enjoyable practical opportunities for children to practice and further develop skills such as writing and pouring. Children are imaginative and secure within the setting to spontaneously express themselves. For example, when a small group of children were demonstrating how the programmable robot works, one of them announces that he is a robot and begins to move around the room in jerky motions.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging. They feel valued as staff greet them warmly by name and show interest in what they have been doing by asking questions such as "Did you get that sticker at school?" The children themselves greet each other gleefully, inviting their friends to join them at their table for lunch. They are familiar with the daily routines and follow them well. Staff demonstrate and present the rules and boundaries in a consistent manner, so that children mirror the positive role model presented to them. Older children are developing a clear understanding of right and wrong. They recognise when they have been unkind to their play mates and apologise without being prompted by adults. They effectively negotiate with each other, and on most occasions are able to self regulate the turn taking with toys such as the remote control car. They are well-behaved, very polite, take turns and show concern for others. The children's spiritual, moral, social and cultural development is fostered.

Children are learning about how they can help others and developing an understanding of the world in which we live through planned activities, linked to social events such as Red Nose Day and cultural and religious festivals such as Christmas and Chinese New Year. Activities such as making 'Diva's' (small lamps) for the Hindu festival of Diwali, means children are developing a positive attitude to others. All children have access to a varied range of good quality resources promoting positive images culture, ethnicity, gender, and disability. There are good systems in place for supporting children with special needs. The setting follows the local childcare services procedures and maintains close contact with their appointed area special needs co-ordinator.

Children benefit from an effective partnership with parents and other professionals in order for staff to provide good quality care, play and learning opportunities for all children. Their individual needs are met with care, as staff develop good relationships with parents and share good information in a variety of ways. Babies enjoy eating and sleeping routines that reflect their home routines, which provides them with a sense of continuity and helps them to settle. Staff continue to share information about all the children on a daily basis. Children benefit from their parents' involvement in their learning. There is much information on the Foundation Stage curriculum and effective communication through daily chats, detailed notice boards, and termly updates of children's assessments helps staff and parents work together to help children make progress.

Organisation

The organisation is good.

Children are well cared for by a high ratio of qualified staff who use their skills to provide stimulating and interesting activities. There are suitable procedures in place for the recruitment and vetting of staff. The provider is aware of the very recent changes to regulation and has begun to respond pro-actively to advice from the local children's services. Staffing ratios are met at all times and the re-grouping of children and organisation of activities ensures they are maintained at all times. Staff deployment is good, and staff generally work with children in small groups. Babies' individual needs and daily routines are met very well. Staff organise themselves effectively so that babies enjoy good attention such as a nice restful cuddle after their meal. Good arrangements are in place to ensure daily tasks are completed. Staff are aware of their responsibilities for specific tasks should there be staff absences. This contributes to the smooth running of the nursery and provides the children with safe, consistent care. Staff are kept well informed and supported through regular staff meetings and appraisal. They are currently working together to implement new initiatives, such as Birth to three matters.

The children are secure, they separate from their carers confidently and settle quickly. The space and resources available are organised well with designated areas for children to play and relax. Furniture and toys are invitingly placed and positioned to support children's learning and development. Detailed policies and procedures are in place for the effective management of the setting. Written procedures are understood by staff and parents alike and promote the welfare, care and learning of

children.

The quality of leadership and management of the nursery education is good. Planning and assessment systems are monitored, with positive links being maintained with the early years teacher team. Clear and appropriate aims for children's care and education are understood by staff. These are achieved in practice to enable children to make good progress towards the early learning goals. There is a commitment to improvement, training and the professional development of staff. The enthusiastic and committed leadership of the setting actively contributes to the children's care, learning and play.

The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting agreed to three recommendations which included revising the procedures for child protection, increasing resources that reflected diversity and ensure that there was sufficient and suitable furniture to enable the children under two years of age to eat and play together.

Children's care and safety has been much improved through the revised procedures for child protection. Staff are knowledgeable about the procedures which now include actions to be taken should an allegation be made against a member of staff. In addition children are further protected by the promotion of the local Area Child Protection Committee's checklist procedures and contact details, which are displayed in all playrooms throughout the setting.

All children now have access to a good range of resources that reflect the diversity of today's society, which enhances their understanding of their immediate and wider worlds. Brand new, good quality and well designed nursery furniture that is made from natural materials, has been obtained so that the children under two have regular opportunities to eat and play together. This enhances both their physical and social development.

At the last Nursery Education inspection the setting agreed to improve the children's learning and physical development by planning and providing children with opportunities to develop their climbing skills, use writing materials for a purpose and to talk about where they live, and learn about their local environment.

The setting has made good progress in two of the areas and satisfactory progress in the third. Children's physical development has been very well supported, as the setting has invested in a range of good quality climbing frames and slides that provide all the children with fun challenges that reflect their individual developmental stages. Children benefit from the good daily organisation of pens and pencils, pads and post-it notes, which enhance their play and provide them with meaningful opportunities to write, such as making lists when taking orders in the role play café.

Staff plan some activities whereby the children are encouraged to talk and learn about the type of buildings that they live in and local features close to their home

such as the park. Children talk about their homes, however trips out into the local environment are still limited.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update policies and procedures for the recruitment and selection of staff to reflect the recent changes to the National Standards

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase the children's opportunities to extend their independence throughout the day by providing a wider choice of resources such as differing types of paper, paint brushes and printing materials, and during daily routines such as, serving themselves at meal and snack times (also applies to care)
- ensure that the observations of children's learning are consistently linked to inform the planning, so that staff effectively build on what children already know.

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concerns about inspectors' judgements which is available from Ofsted's website:
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